



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2009
Code: 12461692
SAU: MSAD 52
School: Tripp Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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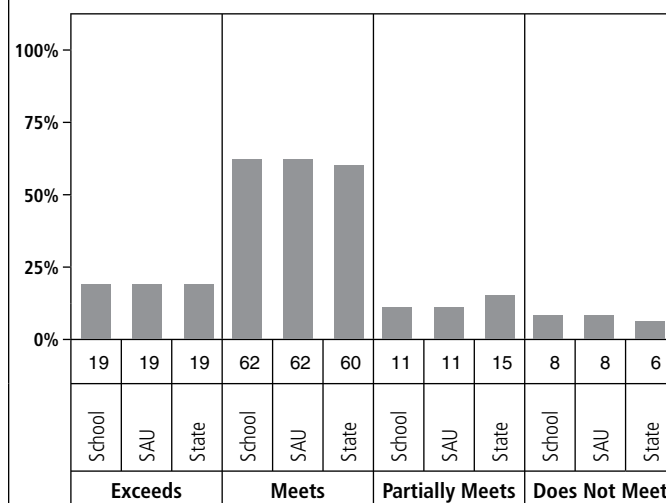
SUMMARY OF SCORES

Test Date: March 2009
Grade: 7
SAU: MSAD 52
School: Tripp Middle School

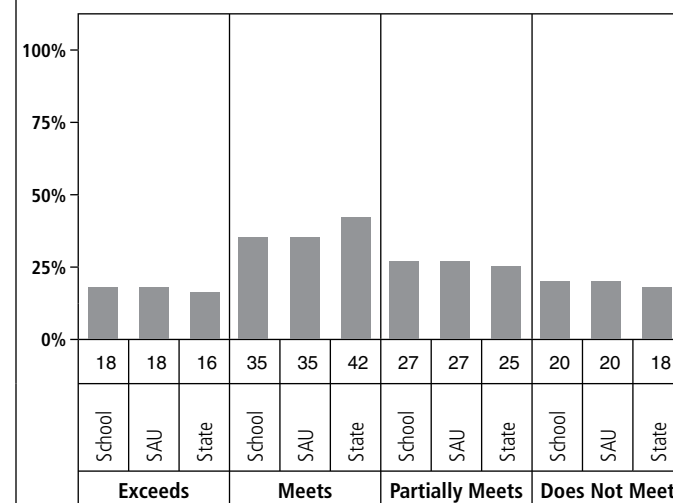
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	752	752	748
2007–2008	751	751	750
2008–2009	752	752	751
Cum. Avg.*	752	752	750
Mathematics			
2006–2007	740	740	742
2007–2008	744	744	743
2008–2009	744	744	745
Cum. Avg.*	743	743	743

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 7
SAU: MSAD 52
School: Tripp Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	181	100	181	100	14446	100	181	100	181	100	14316	99	181	100	181	100	14322	99						
Ethnicity African American/Black	4	2	4	2	432	3	4	100	4	100	416	97	4	100	4	100	421	98						
American Indian or Native Alaskan	1	1	1	1	124	1	1	100	1	100	121	98	1	100	1	100	122	99						
Asian or Pacific Islander	0	0	0	0	260	2	0	0	0	0	255	98	0	0	0	0	259	100						
Hispanic	5	3	5	3	147	1	5	100	5	100	144	99	5	100	5	100	144	99						
Caucasian/White	171	94	171	94	13483	93	171	100	171	100	13380	99	171	100	171	100	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	36	20	36	20	2428	17	36	100	36	100	2391	99	36	100	36	100	2391	99						
Current LEP	4	2	4	2	334	2	4	100	4	100	318	95	4	100	4	100	328	98						
Economically disadvantaged	52	29	52	29	5498	38	52	100	52	100	5431	99	52	100	52	100	5436	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	146	81	146	81	11742	81	145	80	145	80	11754	81						
Identified disability (PET/IEP)	5	3	5	3	367	3	5	3	5	3	365	3						
LEP	1	1	1	1	168	1	1	1	1	1	169	1						
504 plan	1	1	1	1	183	2	1	1	1	1	187	2						
Participation with accommodations	34	19	34	19	2367	16	35	19	35	19	2366	16						
Identified disability (PET/IEP)	30	88	30	88	1819	77	30	86	30	86	1824	77						
LEP	2	6	2	6	143	6	2	6	2	6	154	7						
504 plan	3	9	3	9	84	4	3	9	3	9	80	3						
Other	0	0	0	0	358	15	1	3	1	3	346	15						
Participation through alternate assessment (PAAP)	1	1	1	1	205	1	1	1	1	1	202	1						
Identified disability (PET/IEP)	1	100	1	100	205	100	1	100	1	100	202	100						
LEP	1	100	1	100	5	2	1	100	1	100	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	33	0	0	0	0	0	32	0						
Non-participation – other	0	0	0	0	97	1	0	0	0	0	92	1						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 7
SAU: MSAD 52
School: Tripp Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	35	21	35	21	2630	18
	2007-2008	26	18	26	18	2604	18
	2008-2009	35	19	35	19	2618	19
	Cum. Total*	96	20	96	20	7852	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	96	59	96	59	7605	51
	2007-2008	88	60	88	60	8049	55
	2008-2009	111	62	111	62	8484	60
	Cum. Total*	295	60	295	60	24138	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	26	16	26	16	3000	20
	2007-2008	20	14	20	14	2672	18
	2008-2009	19	11	19	11	2108	15
	Cum. Total*	65	13	65	13	7780	18
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	7	4	7	4	1620	11
	2007-2008	12	8	12	8	1190	8
	2008-2009	15	8	15	8	899	6
	Cum. Total*	34	7	34	7	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	35.2	62.9	35.2	62.9	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.8	59.0	11.8	59.0	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	23.4	65.0	23.4	65.0	22.6	62.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: MSAD 52
 School: Tripp Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	180	35	19	111	62	19	11	15	8	752	180	19	62	11	8	752	14109	19	60	15	6	751
Ethnicity																						
African American/Black	4										4						409	11	49	22	18	744
American Indian or Native Alaskan	1										1						117	12	53	19	16	746
Asian or Pacific Islander	0										0						253	24	59	11	6	753
Hispanic	4										4						142	14	56	17	13	747
Caucasian/White	171	33	19	106	62	19	11	13	8	752	171	19	62	11	8	752	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	35	0	0	9	26	12	34	14	40	732	35	0	26	34	40	732	2186	2	36	35	27	737
No	145	35	24	102	70	7	5	1	1	757	145	24	70	5	1	757	11923	22	65	11	3	754
Current LEP																						
Yes	3										3						311	4	41	29	26	739
No	177	35	20	110	62	19	11	13	7	752	177	20	62	11	7	752	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	51	3	6	35	69	5	10	8	16	746	51	6	69	10	16	746	5300	8	58	22	11	746
No	129	32	25	76	59	14	11	7	5	754	129	25	59	11	5	754	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	180	35	19	111	62	19	11	15	8	752	180	19	62	11	8	752	14101	19	60	15	6	751
Gender																						
Female	82	21	26	49	60	10	12	2	2	755	82	26	60	12	2	755	6993	24	61	11	4	754
Male	98	14	14	62	63	9	9	13	13	749	98	14	63	9	13	749	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						1025	10	53	27	11	745
No	179	35	20	111	62	18	10	15	8	752	179	20	62	10	8	752	13084	19	61	14	6	752
Gifted/talented program																						
Yes	6	2	33	4	67	0	0	0	0	761	6	33	67	0	0	761	676	66	33	1	0	766
No	174	33	19	107	61	19	11	15	9	752	174	19	61	11	9	752	13433	16	61	16	7	750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 7
SAU: MSAD 52
School: Tripp Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	6 41 48 5	2 15 15 3	18 21 17 33	3 44 60 4	27 60 70 44	1 9 6 2	9 12 7 22	5 5 5 0	45 7 6 0	738 752 754 754	6 41 48 5	18 21 17 33	27 60 70 44	9 12 7 22	45 7 6 0	738 752 754 754	7 52 37 4	8 17 23 19	48 62 61 53	25 15 12 18	19 6 4 10	743 751 753 750
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	26 58 13 4	19 15 1 0	41 14 4 0	25 68 17 1	54 65 74 14	0 17 1 1	0 16 4 14	2 4 4 5	4 4 17 71	760 752 745 725	26 58 13 4	41 14 4 0	54 65 74 14	0 16 4 14	4 4 17 71	760 752 745 725	30 49 19 3	33 16 5 3	56 64 59 45	7 14 26 32	4 5 10 21	756 751 745 740
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	31 57 11 2	17 15 3 0	31 15 16 0	32 67 9 0	59 66 47 0	1 14 4 0	2 14 21 0	4 5 3 3	7 5 16 100	757 752 746 723	31 57 11 2	31 15 16 0	59 66 47 0	2 14 21 0	7 5 16 100	757 752 746 723	33 52 11 3	24 18 11 6	62 62 54 38	10 15 23 29	3 5 13 27	754 751 746 739
How difficult was the reading part of this test? A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	18 66 16	7 23 5	22 19 17	16 75 20	50 64 69	3 15 1	9 13 3	6 5 3	19 4 10	748 754 752	18 66 16	22 19 17	50 64 69	9 13 3	19 4 10	748 754 752	17 65 17	16 19 22	55 62 60	18 14 13	12 5 5	748 752 752
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	10 58 32	0 17 18	0 17 32	8 69 33	44 67 58	3 11 5	17 11 9	7 6 1	39 6 2	735 753 757	10 58 32	0 17 32	44 67 58	17 11 9	39 6 2	735 753 757	9 54 38	4 14 28	44 63 60	27 17 9	24 5 3	740 750 756
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	51 46 3	13 22 0	14 27 0	56 50 5	62 61 83	11 8 0	12 10 0	11 2 1	12 2 17	749 756 742	51 46 3	14 27 0	62 61 83	12 10 0	12 2 17	749 756 742	44 51 5	19 19 9	60 62 51	15 13 26	6 5 15	751 752 744
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	15 66 9 9	8 24 1 2	30 20 6 12	13 80 10 8	48 67 63 47	5 12 2 0	19 10 13 0	1 3 3 7	4 3 19 41	752 755 746 742	15 66 9 9	30 20 6 12	48 67 63 47	19 10 13 0	4 3 19 41	752 755 746 742	21 45 13 21	27 22 13 7	57 62 61 59	11 12 17 24	5 4 8 11	755 753 749 746
Optional school/SAU question A. B. C. D.	0 0 100 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 1 1 1	100 100 100 100	700 700 700 700	0 0 100 0	0 0 0 0	0 0 0 0	0 0 0 0	100 100 100 100	700 700 700 700						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 7
SAU: MSAD 52
School: Tripp Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	23	14	23	14	2142	14
	2007-2008	20	14	20	14	2028	14
	2008-2009	32	18	32	18	2220	16
	Cum. Total*	75	15	75	15	6390	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 742–760)	2006-2007	54	33	54	33	5642	38
	2007-2008	64	44	64	44	5703	39
	2008-2009	63	35	63	35	5879	42
	Cum. Total*	181	37	181	37	17224	40
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	51	31	51	31	4077	27
	2007-2008	36	25	36	25	3733	26
	2008-2009	49	27	49	27	3537	25
	Cum. Total*	136	28	136	28	11347	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	36	22	36	22	3001	20
	2007-2008	26	18	26	18	3054	21
	2008-2009	36	20	36	20	2484	18
	Cum. Total*	98	20	98	20	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	29.5	52.7	29.5	52.7	29.9	53.4
A. Number	14	25	7.9	56.4	7.9	56.4	7.7	55.0
B. Data	16	29	7.8	48.8	7.8	48.8	8.1	50.6
C. Geometry	12	21	7.2	60.0	7.2	60.0	6.9	57.5
D. Algebra	14	25	6.7	47.9	6.7	47.9	7.3	52.1

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 7
SAU: MSAD 52
School: Tripp Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	180	32	18	63	35	49	27	36	20	744	180	18	35	27	20	744	14120	16	42	25	18	745
Ethnicity																						
African American/Black	4										4						416	5	26	28	41	733
American Indian or Native Alaskan	1										1						119	8	30	31	30	737
Asian or Pacific Islander	0										0						258	25	43	19	13	750
Hispanic	4										4						142	8	39	23	30	739
Caucasian/White	171	32	19	58	34	48	28	33	19	744	171	19	34	28	19	744	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	35	0	0	0	0	11	31	24	69	722	35	0	0	31	69	722	2189	2	17	27	53	728
No	145	32	22	63	43	38	26	12	8	749	145	22	43	26	8	749	11931	18	46	25	11	748
Current LEP																						
Yes	3										3						323	4	20	28	48	729
No	177	32	18	62	35	48	27	35	20	744	177	18	35	27	20	744	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	51	4	8	17	33	14	27	16	31	738	51	8	33	27	31	738	5308	7	35	30	28	738
No	129	28	22	46	36	35	27	20	16	746	129	22	36	27	16	746	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	180	32	18	63	35	49	27	36	20	744	180	18	35	27	20	744	14112	16	42	25	18	745
Gender																						
Female	82	13	16	27	33	25	30	17	21	744	82	16	33	30	21	744	6992	16	43	25	16	745
Male	98	19	19	36	37	24	24	19	19	744	98	19	37	24	19	744	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						1024	7	26	36	31	736
No	179	32	18	63	35	48	27	36	20	744	179	18	35	27	20	744	13096	16	43	24	17	745
Gifted/talented program																						
Yes	6	3	50	3	50	0	0	0	0	760	6	50	50	0	0	760	676	68	29	2	0	767
No	174	29	17	60	34	49	28	36	21	744	174	17	34	28	21	744	13444	13	42	26	18	744

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 7
SAU: MSAD 52
School: Tripp Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	6	0	0	3	27	2	18	6	55	727	6	0	27	18	55	727	7	6	30	28	36	735
B. less than one hour	41	14	19	25	34	18	25	16	22	744	41	19	34	25	22	744	52	16	42	25	17	745
C. one to two hours	48	17	20	30	35	28	33	11	13	747	48	20	35	33	13	747	37	18	44	24	14	747
D. more than two hours	5	1	11	5	56	0	0	3	33	740	5	11	56	0	33	740	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	32	19	33	19	33	14	25	5	9	752	32	33	33	25	9	752	26	35	43	12	9	754
B. good	39	12	17	29	42	13	19	15	22	745	39	17	42	19	22	745	46	13	48	25	15	745
C. fair	26	1	2	14	30	20	43	11	24	737	26	2	30	43	24	737	23	3	32	37	27	737
D. poor	4	0	0	1	14	2	29	4	57	724	4	0	14	29	57	724	5	1	22	37	40	731
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	18	6	18	11	33	12	36	4	12	745	18	18	33	36	12	745	26	23	43	20	13	749
B. They match some of what I have learned.	53	20	21	39	41	22	23	14	15	747	53	21	41	23	15	747	53	15	45	26	15	746
C. They match just a little of what I have learned.	24	6	14	10	23	13	30	14	33	738	24	14	23	30	33	738	17	9	35	32	24	740
D. There is no match.	4	0	0	3	38	2	25	3	38	735	4	0	38	25	38	735	4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	46	9	11	26	32	27	33	19	23	740	46	11	32	33	23	740	37	8	40	29	23	740
B. about the same as my regular schoolwork	42	15	20	27	36	20	27	13	17	746	42	20	36	27	17	746	51	16	44	25	15	746
C. easier than my regular schoolwork	12	8	38	10	48	1	5	2	10	756	12	38	48	5	10	756	12	41	35	13	11	755
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	62	17	16	31	29	35	32	25	23	742	62	16	29	32	23	742	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	37	14	22	29	45	13	20	8	13	749	37	22	45	20	13	749	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	2	1	33	2	67	0	0	0	0	758	2	33	67	0	0	758	5	14	27	25	34	738
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	8	1	7	5	36	5	36	3	21	741	8	7	36	36	21	741	8	8	30	29	33	737
B. 30–45 minutes	22	7	18	7	18	15	38	11	28	740	22	18	18	38	28	740	38	13	40	27	20	743
C. 45–60 minutes	22	8	21	16	41	9	23	6	15	746	22	21	41	23	15	746	42	20	45	23	12	748
D. more than 60 minutes	48	16	19	35	41	19	22	15	18	746	48	19	41	22	18	746	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	17	3	10	18	58	4	13	6	19	745	17	10	58	13	19	745	15	19	38	25	19	745
B. two or three days a week	33	11	19	16	28	16	28	15	26	742	33	19	28	28	26	742	31	18	42	24	16	746
C. two or three times a month	25	14	31	14	31	13	29	4	9	750	25	31	31	29	9	750	26	17	43	24	17	746
D. never or almost never	25	4	9	15	34	15	34	10	23	741	25	9	34	34	23	741	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	2	0	0	1	33	1	33	1	33	734	2	0	33	33	33	734	10	12	39	24	24	741
B. two or three days a week	4	0	0	1	13	2	25	5	63	721	4	0	13	25	63	721	22	13	43	26	18	744
C. two or three times each month	12	3	14	8	36	3	14	8	36	739	12	14	36	14	36	739	33	18	44	25	13	747
D. never or almost never	81	29	20	53	37	42	29	21	14	747	81	20	37	29	14	747	35	16	40	25	19	744
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	0	0	1	100	700	100	0	0	0	100	700						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number